

2016-2018 INDUSTRY CLUSTER NAME Innovative Academy – the Next Generation of Early College High Schools

Program authority:	TEC §29.908; GAA, Art III, Rider 52, 84th Texas Legislature; WIOA §17.278 and §17.258; and Carl Perkins Career and Tech Education Act	FOR TEA USE ONLY Write NOGA ID here: Place date stamp here: RECEIVED TEXAS EDUCATION AGENCY
Grant Period	February 1, 2017, to May 30, 2018	
Application deadline:	5:00 p.m. Central Time, November 1, 2016	
Submittal information:	Three complete copies of the application, printed on one side only. All copies must have an original signature (blue ink preferred) of the person authorized to bind the applicant in a contract. Applications must be received no later than the aforementioned time and date at this address: Document Control Center, Division of Grants Administration Texas Education Agency, 1701 North Congress Ave Austin, TX 78701-1494	
Contact information:	Lauren Dwiggs, lauren.dwiggs@tea.texas.gov ; (512) 463-9581	

Schedule #1—General Information

Part 1: Applicant Information			
Organization name	County-District #	Campus name/#	Amendment #
Manor ISD	227-907	Manor High School CTE Center 227-907-001	
Vendor ID #	ESC Region #	DUNS #	
1746003097	13	050223239	
Mailing address	City	State	ZIP Code
10335 US Highway 290E	Manor	TX	78653-4686
Primary Contact			
First name	M.I.	Last name	Title
Christopher		Harvey	Federal Programs Director
Telephone #	Email address	FAX #	
512-278-4454	christopher.harvey@manorisd.net	512-278-4017	
Secondary Contact			
First name	M.I.	Last name	Title
Gary	Lee	Frye	Grant Writer Coordinator
Telephone #	Email address	FAX #	
806-438-7156 or 806-787-6137	gary.frye@manorisd.net	512-278-4017	
Part 2: Certification and Incorporation			

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

Authorized Official:

First name	M.I.	Last name	Title
Royce		Avery	Superintendent
Telephone #	Email address	FAX #	
512-278-4000	royce.avery@manorisd.net	512-278-4017	
Signature (blue ink preferred)	Date signed		

11/01/2016

701-16-108-030

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RFA #701-16-108; SAS #205-17

2016-2018 INDUSTRY CLUSTER NAME Innovative Academy – the Next Generation of Early College High Schools

Schedule #1—General InformationCounty-district number or vendor ID: **227-907**

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
20	Outside Sources of Income and Pre-Existing Content (Required for IHEs)	<input type="checkbox"/>	<input type="checkbox"/>

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, the application will be disqualified.

Part 4: Single Audit Compliance for IHEs and Nonprofit Organizations

INSTRUCTIONS: This part of Schedule #1 is required only for colleges, universities, and nonprofit organizations (other than open-enrollment charter schools)

Enter the start and end dates of your fiscal year in Section 1.

In Section 2, check the appropriate box to indicate whether or not your organization is included in the annual statewide single audit. Public IHEs are generally included, and nonprofit organizations are generally not included.

Section 1: Applicant Organization's Fiscal Year

Start date (MM/DD): 07/01

End date (MM/DD): 06/30

Section 2: Applicant Organizations and the Texas Statewide Single AuditYes: ☐No: ☒**For TEA Use Only**

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Schedule #2--Required Attachments and Provisions and AssurancesCounty-district number or vendor ID: **227-907**

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
1.	Nonprofit organizations, excluding ISDs and open-enrollment charter schools	Proof of nonprofit status (see <u>General and Fiscal Guidelines</u> , Required Fiscal-Related Attachments, for details)
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
1.	MOU	The applicant must submit a draft Memorandum of Understanding among the dual credit partner, school district and school which establishes joint decision-making procedures that allow for planning and implementation of a coherent program across the institutions. The partnership and the MOU must include provisions and processes for collecting, sharing, and reviewing student data to assess the progress of the ECHS.

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>No Child Left Behind Act of 2001 Provisions and Assurances</u> requirements.

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Schedule #2—Required Attachments and Provisions and AssurancesCounty-district number or vendor ID: **227-907**

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that a liaison that represents the industry partner(s) will interact directly and frequently with ECHS staff.
4.	The applicant provides assurance that the industry partner will actively participate in the development of curriculum for the INDUSTRY CLUSTER NAME Innovative Academy ECHS in order to ensure that the curriculum is appropriately aligned to marketable skills in the identified high-demand occupations, and may include industry recognized credentialing as part of degree plan design.
5.	The applicant provides assurance that the industry partner will assist in the development and implementation of industry experiences, including mentorship programs, internships, externships, and/or apprenticeships, that expose students to applied learning and real-world work activities in the identified high-demand occupation(s).
6.	The applicant provides assurance that the INDUSTRY CLUSTER NAME Innovative Academy ECHS will employ a career counselor that serves only students of the INDUSTRY CLUSTER NAME Innovative Academy ECHS.
7.	The applicant provides assurance that the INDUSTRY CLUSTER NAME Innovative Academy ECHS will develop and maintain a leadership team that meets regularly to address issues of curriculum, school design, and sustainability.
8.	The applicant provides assurance that the leadership team will consist of high-level personnel with decision-making authority who meet regularly and report to each member organization or entity and will include <ul style="list-style-type: none"> a. District superintendent, associate superintendent of curriculum and instruction, or equivalent position, career and technical education director, and INDUSTRY CLUSTER NAME Innovative Academy ECHS principal or director b. Primary dual credit partner: university or college president, provost, dean of college of education, and ECHS liaison c. College or university partner: INDUSTRY CLUSTER NAME Innovative Academy ECHS liaison d. Industry Partner: INDUSTRY CLUSTER NAME Innovative Academy ECHS liaison
9.	The applicant provides assurance that the partnership and the MOU will include provisions and processes for collecting, sharing, and reviewing student data to assess the progress of the INDUSTRY CLUSTER NAME Innovative Academy ECHS.
10.	The applicant provides assurance that students enrolled in an ECHS course for both college and high school credit will not be required to pay for tuition, fees, or textbooks and that the school district or charter in which the student is enrolled will pay for tuition, fees, and required textbooks to the extent those charges are not waived by the partner IHE.
11.	The applicant provides assurance that the partnership will provide opportunities for ECHS teachers and higher education faculty to collaborate through planning, teaching, and professional development.
12.	The applicant provides assurance that the INDUSTRY CLUSTER NAME Innovative Academy ECHS will provide a course of study that enables a participating student to receive a high school diploma and either an associate's degree or 60 semester hours toward a baccalaureate degree during grades 9–12. An academic plan must be in place showing how students will progress toward this goal.
13.	The applicant provides assurance that the INDUSTRY CLUSTER NAME Innovative Academy ECHS will administer a college placement exam (Texas Success Initiative Assessment (TSIA) to all incoming 9th-graders to assess college readiness and to enable students to begin college courses based on their performance—as soon as they are able, possibly as early as the 9th grade.

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Schedule #2—Required Attachments and Provisions and Assurances (cont.)

County-district number or vendor ID: 227-907		Amendment # (for amendments only):
14.	The applicant provides assurance that the INDUSTRY CLUSTER NAME Innovative Academy ECHS will be an autonomous high school that meets one of the following criteria: a. Is located on a college or university campus b. Is a stand-alone high school campus near a college or university campus c. Is a small learning community within a larger high school that is near a college or university campus (where the ECHS is physically separated from the larger high school and ECHS students are a separate cohort with their own teachers, leader, schedule, and curriculum plan)	
15.	The applicant provides assurance that the INDUSTRY CLUSTER NAME Innovative Academy ECHS will be a full-day program (i.e., full day as defined in PEIMS) in which all academic instruction and support services are delivered to students at the designated ECHS campus and that students will not travel between two high school campuses in order to receive instruction or support services.	
16.	The applicant provides assurance that the INDUSTRY CLUSTER NAME Innovative Academy ECHS will be led by a principal or director who is 100% dedicated to the school.	

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Schedule #5—Program Executive SummaryCounty-district number or vendor ID: **227-907**

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Manor ISD's (MISD) CTE (Career and Technology Education) Center with the current Manor Early College High School (MECHS) are adding Advanced Technologies and Manufacturing to the existing programs. This was done in response to ongoing discussions with the Workforce Solutions Capital Area (local Workforce Board), Samsung & Applied Materials (two major employers in the Manor area), and Manor High School / CTE Center staffs which pointed out a need to move MISD's CTE training to one that aligned with industry standards. The linkage of Austin Community College (ACC) and Texas State Technical College (TSTC) to provide the dual credits and Industry Certifications gives MISD a way to advance the skill set of our students while providing them with a pathway to receive an associate's degree. This will increase the general expectations for all students College and Career Readiness by giving students who are "work-bound" after high school the industry certifications and related dual college credits that will allow them to graduate high school with an associate's degree or obtain it with the first year after graduating high school.

Workforce Solutions Capital Area Workforce Board (WFS Capital Area) is the leadership and governing body for the regional workforce system in the Austin/Travis County area. By the fostering of partnerships and collaborations, researching and sharing of labor market and economic information, identifying workforce needs of employers and residents, and consulting and advising on public policy, WFS Capital Area helps to connect and align the efforts of the regional workforce system. Together we are enabling people and businesses to be competitive in a global market. The Advanced Technologies and Manufacturing meet one of its goals to aid these counties in being able to continue to be a leader in the development of technology by providing the focus on developing a skilled workforce that has the training to engage in this type of product manufacturing.

Samsung & Applied Materials are two major manufactures of related technology products and have plants in the Manor area. These companies also support MISD with grants, donated equipment & supplies, and provide mentors to our students (current value of cash and in-kind over \$50,000 per year). The linkage of MISD and these business partner will provide us with great ability with the WFS Capital Area and ACC & TSTC connections provide us with the ability to provide our students who traditionally are underrepresented in higher education with a way to receive dual credits that will allow them to have their associate's degree and understanding that they have the base to continue their academic careers when it fits their life-long learning goals.

The MECHS program is a current early college high school system and the Cluster Pathway systems MISD is developing for the CTE Center align to the goals of this grant program. The Pathway system is MISD's new planning process to increase the College and Career Readiness of all our students. The Advanced Technologies and Manufacturing is being added to the MECHS programs to give our traditionally underrepresented students a real world reason to earn dual credits, have connections to employers who are looking to hire people with the skill sets that they will be receiving, and increase the general career expectations for these students. The MECHS Advanced Technologies and Manufacturing program will provide our students who have been historically underrepresented in higher education another method to earn a high school diploma and associate degree through rigorous academic coursework and well-planned systems of support. Every MECHS graduate of the Advanced Technologies and Manufacturing will not only earn a high school diploma and 60 transferable credit hours, but will also embrace a culture of intellectualism, social awareness, and productive citizenry. The CTE Center and Manor High School facilities will be modified to house this program and are a part of the in-kind match being done by MISD (overall use of infrastructure and support services an in-kind match of at least \$35,000 per year).

MECHS will implement the Cluster program by providing staff, supplies, curriculum, equipment, etc. that will allow the needs of area businesses to be met while provide our students with post-secondary academic credit along with industry standard certification. The CTE Center will have a Cluster Director who will guide the overall program in a manner that in the two year of the program they can build the 25 students per grade level so that the funding from the state and local partners' donations can sustain the program. The Cluster Director will work with the CTE Director and high school principals so that students are aware of the opportunities for this type of training. MECHS will also have a CTE Counselor who will work with the middle school counselors to aid in the development of Personal Graduation Plans (PGP) for all of MISD students that are aware of the College and Career Readiness standards and specifically the various programs. This additional counselor will allow the overall effects of the program to be leveraged and assure that the CTE Center will have the 25 students per class that enter into the program. MISD will seek current staff members who will return to graduate school to obtain the 18 content hours need to be adjunct professors at ACC & TSTC so that they can be the instructor of record. This will allow our students to receive the dual currents in the traditional academic areas. The advantage of this is that MISD will be able to sustain the academic content dual credit level of instruction.

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Schedule #5—Program Executive Summary (cont.)County-district number or vendor ID: **227-907**

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

beyond this grant's funding. Last, MECHS will seek industry certified staff (either in adjunct status or from alternative certifications) to provide the Advanced Technologies and Manufacturing courses that our business partners suggest. The use of these "teachers" will allow MISD to have more real world connection for our students while allow our students to see what they will be doing in their careers. This type of instruction align to what several trade associations and colleges are seeing as the best way to meet the Industry Standards Certification needs for this type of CTE program.

From the State of Texas August 2005 report assessing the need for Advanced Technologies and Manufacturing in the Austin area the following was determined (which is supported as still being the overall state-of-affairs by Orellana, 2014):

Strengths	Weaknesses
<ul style="list-style-type: none"> • Strong business associations with close government ties – AeA, Austin Technology Council, Austin Chamber of Commerce and others that promote collaboration between businesses, government and academia • Strong promotion for entrepreneurship through the growth of angel, VC and private funds. 	<ul style="list-style-type: none"> • Need more emphasis on seed fund channels. Companies and entrepreneurs need to know where to access financial opportunities. • Austin has an over-arching theme of promoting slow growth, minimal expansion of companies. • Need better "just-in-time" training programs to respond to industry needs.
Opportunities	Threats
<ul style="list-style-type: none"> • Propose exit interviews for companies leaving Austin and or the state to aid in recruitment and retention of companies. • Creation of a program that focuses on the education and exposure of career counselors in the K-12 and post educational systems. 	<ul style="list-style-type: none"> • Semiconductor companies require strong supports from legislative bills that promote expansion, R&D and workforce training. • Absence of statewide approach to workforce training and funding is hindering our ability to retain experts in Texas and compete globally.

MISD's overall Cluster Grant Program is designed to build on these above items to build a system that will meet the goals of the multi-partners. MISD is also taking the fiscal agent on a related grant with ESC13 to build other CTE programs that can be used by several area school districts. This will allow MISD to be a value added school district for the region because we will be able to help other ISD's develop effective CTE programs (Sergiovanni, 1990).

The last part of program will be to include our students' parents in the overall program because of the negative effects on student's academic performance caused by lack of family support (Lagana, 2004; Ponsford and Lapadat, 2001); marital disruption and divorce (Sun and Li, 2002); mother absence (Heard, 2007); and parental loss (Abdelnoor and Hollins, 2004). Other researchers have noted the positive correlation between student's aggression at school and variables such as: family aggression (Fitzpatrick, Dulin and Piko, 2007; Miller, Miller, Trampush, McKay, Newcorn and Halperin, 2006) and negative home experiences (Fryxell and Smith, 2000). Stinchfield (2004) describes research that indicates that traditional office-based therapy is not always effective with at-risk families and advocates family-based therapy that includes involvement of school personnel. Griffin and Steen (2011) summarized the importance of the linkage of families with professional school school counselors in that this working relationship will mitigate barriers to academic success for low-income and minority families. Brigman and Campbell (2003) additionally found that the effects of school counseling interventions that focus on the development of cognitive, social and self-management skills can result in sizable gains in all students' academic achievement. Thus by having a focus that addressed non-academic with the additional counselor that the grant will provide, we believe that we will improve general life outcomes while establishing a culture of support that will help the students have better academic outcomes that will promote better College and Career Readiness.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 227-907	Amendment # (for amendments only):
Program authority: TEC §29.908; GAA, Art III, Rider 52, 84th Texas Legislature; Workforce Innovation and Opportunity Act §17.278 and §17.258; and Carl D. Perkins Career and Technical Education Act	
Grant period: February 1, 2017, to May 30, 2018	Fund codes: See Notice of Grant Award (NOGA)

Budget Summary

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost	Cost Share
Schedule #7	Payroll Costs (6100)	6100	\$108,100	\$17,500	\$125,600	\$ 65,000
Schedule #8	Professional and Contracted Services (6200)	6200	\$ 24,100	\$	\$ 24,100	\$ 10,000
Schedule #9	Supplies and Materials (6300)	6300	\$165,139	\$ 3,875	\$169,014	\$ 30,000
Schedule #10	Other Operating Costs (6400)	6400	\$ 30,000	\$	\$ 30,000	\$ 15,000
Schedule #11	Capital Outlay (6600)	6600	\$ 37,661	\$	\$ 37,661	\$ 50,000
Total direct costs:			\$365,000	\$ 24,375	\$389,375	\$170,000
1.718 % indirect costs (see note):			N/A	\$10,625	\$ 10,625	\$ 5,000
Grand total of budgeted costs (add all entries in each column):			\$365,000	\$35,000	\$400,000	\$175,000

Administrative Cost Calculation

Enter the total grant amount requested:	\$400,000
Percentage limit on administrative costs established for the program (10%):	× .10
Multiply and round down to the nearest whole dollar. Enter the result.	
This is the maximum amount allowable for administrative costs, including indirect costs:	\$40,000

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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RFA #701-16-108; SAS #205-17

2016-2018 INDUSTRY CLUSTER NAME Innovative Academy – the Next Generation of Early College High Schools

Schedule #7—Payroll Costs (6100)County-district number or vendor ID: **227-907**

Amendment # (for amendments only):

Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted	Cost Share
Academic/Instructional					
1	Teacher		2 est	\$	\$25,000
2	Educational aide			\$	\$
3	Tutor			\$	\$
Program Management and Administration					
4	Project director			\$	\$
5	Project coordinator		1	\$16,000	\$ 2,500
6	Teacher facilitator			\$	\$
7	Teacher supervisor			\$	\$
8	Secretary/administrative assistant		1	\$24,000	\$
9	Data entry clerk			\$	\$
10	Grant accountant/bookkeeper			\$	\$
11	Evaluator/evaluation specialist			\$	\$
Auxiliary					
12	Counselor	1		\$62,000	\$ 2,500
13	Social worker			\$	\$
14	Community liaison/parent coordinator			\$	\$
Other Employee Positions					
21	Mentors from business partners and time of staff at the various site visits		35 est	\$	\$ 35,000
22	Title			\$	\$
23	Title			\$	\$
24	Subtotal employee costs:			\$102,000	\$ 65,000
Substitute, Extra-Duty Pay, Benefits Costs					
25	6112 Substitute pay			\$	\$
26	6119 Professional staff extra-duty pay			\$	\$
27	6121 Support staff extra-duty pay			\$	\$
28	6140 Employee benefits			\$ 23,600	\$
29	61XX Tuition remission (IHEs only)			\$	\$
30	Subtotal substitute, extra-duty, benefits costs			\$ 23,600	\$ 0
31	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$125,600	\$ 65,000

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule 18—Professional and Contracted Services (6200)County-district number or vendor ID: **227-907**

Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.**Professional and Contracted Services Requiring Specific Approval**

Expense Item Description		Grant Amount Budgeted	Cost Share
6269	Rental or lease of buildings, space in buildings, or land	\$	\$
	Specify purpose:		
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$	\$
Professional and Contracted Services			
#	Description of Service and Purpose	Grant Amount Budgeted	Cost Share
1	Teacher Credentialing	\$11,600	\$
2	Curriculum Development for the program	\$12,500	\$ 10,000
3		\$	\$
4		\$	\$
5		\$	\$
6		\$	\$
7		\$	\$
8		\$	\$
9		\$	\$
10		\$	\$
11		\$	\$
12		\$	\$
13		\$	\$
14		\$	\$
b. Subtotal of professional and contracted services:		\$	\$
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$	\$
(Sum of lines a, b, and c) Grand total		\$24,100	\$10,000

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 227-907		Amendment number (for amendments only):	
Supplies and Materials Requiring Specific Approval			
Expense Item Description		Grant Amount Budgeted	Cost Share
6300	Total supplies and materials that do not require specific approval:	\$169,014	\$ 30,000
Grand total:		\$169,014	\$ 30,000

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #10—Other Operating Costs (6400)

County-District Number or Vendor ID: 227-907		Amendment number (for amendments only):	
Expense Item Description		Grant Amount Budgeted	Cost Share
6412	Travel for students to conferences (does not include field trips). Requires authorization in writing.	\$	\$
	Specify purpose:		
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines and must attach Educational Field Trip Justification Form.	\$	\$
6413	Stipends for non-employees other than those included in 6419	\$	\$
6419	Non-employee costs for conferences. Requires authorization in writing.	\$	\$
Subtotal other operating costs requiring specific approval:		\$	\$
Remaining 6400—Other operating costs that do not require specific approval:		\$30,000	\$15,000
Grand total:		\$30,000	\$15,000

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #11—Capital Outlay (6600)

County-District Number or Vendor ID: 227-907			Amendment number (for amendments only):		
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted	Cost Share
6669—Library Books and Media (capitalized and controlled by library)					
1	Book to create professional development and reference library	N/A	N/A	\$ 2,911	\$ 15,000
66XX—Computing Devices, capitalized					
2	Tablet platforms to allow technology to leverage instructional time	25	\$ 790	\$ 19,750	\$ 25,000
3			\$	\$	\$
4			\$	\$	\$
5			\$	\$	\$
6			\$	\$	\$
7			\$	\$	\$
8			\$	\$	\$
9			\$	\$	\$
10			\$	\$	\$
11			\$	\$	\$
66XX—Software, capitalized					
12			\$	\$	\$
13			\$	\$	\$
14			\$	\$	\$
15			\$	\$	\$
16			\$	\$	\$
17			\$	\$	\$
18			\$	\$	\$
66XX—Equipment, furniture, or vehicles					
19			\$	\$	\$
20			\$	\$	\$
21			\$	\$	\$
22			\$	\$	\$
23			\$	\$	\$
24			\$	\$	\$
25			\$	\$	\$
26			\$	\$	\$
27			\$	\$	\$
28			\$	\$	\$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)					
29	Safety container to store chemicals			\$ 15,000	\$ 10,000
Grand total:				\$ 37,661	\$ 50,000

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #12—Demographics and Participants to Be Served with Grant FundsCounty-district number or vendor ID: **227-907**

Amendment # (for amendments only):

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total campus enrollment:			1,620	
Category	Number	Percentage	Category	Percentage
African American	551	31.5%	Attendance rate	94.9%
Hispanic	976	60.2%	Annual dropout rate (Gr 9-12)	0.8%
White	100	6.2%	Students taking the ACT and/or SAT	73.2%
Asian	4	0.2%	Average SAT score (number value, not a percentage)	1,258
Economically disadvantaged	1,188	73.3%	Average ACT score (number value, not a percentage)	17.5
Limited English proficient (LEP)	222	13.7%	Students classified as "at risk" per Texas Education Code §29.081(d)	772 for 47.7%
Disciplinary placements	69	3.9%	State assessment data	

Comments

The CTE Center, location of the classes, is a part of Manor ISD High School. These data are from the TAPR report for 2014/15 - last published data. The students come to the CTE Center for specialized course work related to CTE dual credit courses. One of the goals is to raise the number of dual credits that all students can receive - there were none for Science in 2013/14 school year. While the other subject areas had students receiving dual credits all other subject areas were below the state average. Further, the second high school at MISD which is a technology prep-academy type campuses, did provide for a disproportional number of students receiving these dual credits. The goal of the project is to increase the number of students who choose to focus on the Career aspects of College and Career Readiness to obtain more advanced courses while having a clear path to Industry Standards Certifications that will result in college credit while being designed with the aid of two of the major employers in the Manor area, Samsung and Applied Materials, so that our students leave high school with the degree/certifications that will meet these employers' need for a well trained workforce. This program is further aligning with the Workforce Board's stated area needs that will in general result in Manor having access to a more qualified workforce.

Part 2: Teacher Demographics. Enter the data requested. If data is not available, enter DNA.

Category	Number	Percentage	Category	Number	Percentage
African American	21.0	16.6%	No degree	18.2	14.5%
Hispanic	35.0	27.7%	Bachelor's degree	77.5	61.4%
White	65.3	51.8%	Master's degree	28.5	22.6%
Asian	1.9	1.5%	Doctorate	2.0	1.6%
1-5 years exp.	48.1	38.1%	Avg. salary, 1-5 years exp.	\$44,713	N/A
6-10 years exp.	20.5	16.2%	Avg. salary, 6-10 years exp.	\$45,508	N/A
11-20 years exp.	18.9	15.0%	Avg. salary, 11-20 years exp.	\$49,429	N/A
Over 20 years exp.	13.0	10.3%	Avg. salary, over 20 years exp.	\$59,160	N/A

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 227-907

Amendment # (for amendments only):

Part 3: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public											25	25	25	25	100
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:											25	25	25	25	100

Part 4: Teachers to Be Served with Grant Funds. Enter the number of teachers, by grade and type of school projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public											4	4	4	4	16
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:											4	4	4	4	16

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Schedule #13—Needs AssessmentCounty-district number or vendor ID: **227-907**

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The initial needs of the businesses and the workforce board drove the determining of the various needs to have the Advanced Technologies and Manufacturing focus. MISD uses AVID (Advancement Via Individual Determination) on several of its campuses (including high school) and the evaluation of this program further suggested that family/parental involvement is key in these first generation students attending college to have success. Conway and Houtenville (2008) stated, "Parental effort is consistently associated with higher levels of achievement, and the magnitude of the effect of parental effort is substantial. We found that schools would need to increase per-pupil spending by more than \$1,000 in order to achieve the same results that are gained with parental involvement." Jeynes (2005) in a Harvard Family Research Project meta-analysis of 77 studies of the effects of parental involvement supported this statement. Even at this older age as high school students, we will aid our parents in being their child's first teacher (Villarreal, 2005) which has been shown to increase academic outcomes. This blending of multi-sources of data and the grant guidelines brought us to developing this cluster.

With the focus of the cluster grant set we also looked at the other factors that lower the overall outcomes for the targeted students. Copfield, Moseley, Hall, and Ecclestone (2004) found that when looking at P-16 education that the effective use of learning styles for instruction across the three main groupings of visual, auditory, and tactile/kinesthetic produced better results throughout preK-12 public to the undergraduate degree. Diedrich, McElvain, and Kaufman (2005) found that Afterschool programs are a proven way to reach the neediest students in meaningful ways while considering their varied backgrounds and cultures. These programs help provide additional support to struggling learners, reduce drug use, and prevent violence and youth crime. Keren-Kolb (2013) demonstrated that the effective use of technology expands student's learning and increases their self-ownership of the process leading to life-long learners. From a report by the San Diego Office of Education (2004) on closing achievement gaps among sub-groups of students, it was found that extending the learning time for students help in closing the objectively measured academic performance among sub-groups of students. The AVID program gives us a framing to use the CTE program to meet our students' needs while allow us to build the knowledge base on how to effectively serve these targeted populations of highly at-risk students. We can move the expectations for this campus from just meeting standards to becoming a campus that is on the cutting edge of moving all students to true College and Career Readiness (CCR) along with challenging these students to become role models. The linkage of the campus to the trade associations, business partners, and the workforce board will provide a real world example of how students can enter the workforce at multiple levels and have pathways to continue their academic careers even if they only initially obtain industry certifications. With the February 1 start date, we will continue to seek other business partners that will benefit from having the Advanced Technologies and Manufacturing focus of our proposal. This will allow MISD to build the partners and in-kind type of resources because we believe that these other businesses will provide similar donated goods and services as stated in the business letter at the end of this proposal.

The additional counseling will give our students' parents other ways to CCR goals of their child. This will aid the parents by increasing their knowledge how they can support their children life-long learning. This will allow the CTE Cluster program to raise the cultural expectations of Manor to one where having effective CCR programming is the norm for all students instead of the exception. Thus allowing MISD to meet its vision of Growth Through Innovation while meeting this grant's goals.

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Schedule #13—Needs Assessment (cont.)County-district number or vendor ID: **227-907**

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Developing within the CTE Center and MECHS an Advanced Technologies and Manufacturing cluster that leads to Certified Production Technician (CPT) associate's degree with a high school diploma which is a Capital Area Workforce Development Board high needs job type	The funding of this would allow MISD to develop the CPT program at the CTE Center. The staff, supplies, materials, and training would allow MISD to add a high needs career area the two major employers in the area need (see letters). The additional student and parental support that the additional counselor would provide would increase the non-academic more social/emotional support that the targeted students require to have life success. (Capital Area Workforce Board, 2012)
2.	Staff development to increase the knowledge level, training, and certification level of the staff to meet the CTE goals of this grant.	The CTE Center and business partners along with the Capital Area Workforce Development Board will use AGC & TSTC and/or other colleges to train staff members on items that meet the goals of this grant. Training will be given to the parents so that they are prepared to be their child's first teacher and that they will have a better understanding of how they can effectively support their child's post-secondary education and career choice. (Winton, 2010)
3.	Curriculum resources to increase the materials that staff have access to increase the quality of instruction	The CTE Center will provide standard evidence based curriculum to the MISD campus and other providers. This will provide the centers with a standard system of pre-academic and social/emotional instruction. (Domitrovich, et al, 2005)
4.	Technology based items to be used in center type-setting to extend the curriculum and introduce technology base instruction to the families and students to accelerate their obtainment of graduation and college credits	Various forms of technology will be used to train the students on CPT and allow them methods of obtaining credits for the program in a non-traditional manner. The grant will provide lending technology that the students can use away from the center to accelerate their completion of the program. (Lankshear and Knobel, 2015)
5.	Provide coordination of area stakeholders that will benefit for the CPT degree being obtain along with building partnership among MISD and these businesses / governmental groups / colleges / trade associations	The grant will have access to a Coordinator of Community Involvement and Social Media Coordinator who will increase the awareness of all stakeholders concerning the program. This will also allow longitudinal studies of the effects of the program on our students. (Greenberg, et al, 2003)

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Schedule #14—Management PlanCounty-district number or vendor ID: **227-907**

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	CTE Grant Coordinator	Support the coordinator of external service providers, grant program and budget oversight, compliance with grant requirements. Bachelor level with 3+ year's related experience. Teaching certificate a plus but life experience may be used.
2.	CTE Instructional Staff	Provide campus instructional staff while aiding the campus in making connections to the targeted families. Associate level with 2+ years (Bachelor's a benefit along with certification) related experience general life experience and strong ties to the targeted neighborhoods may be used.
3.	CTE Counselor	Provide CCR guidance to the student of MISD at the center, work with the middle school counselors to form PGP that include CTE Endorsements. Master's with 3 year of related work experience and certification
4.	District Support Services	Provide overall grant management and link to the community to have overall effective system that will support sustainability. Various educational level based on specific roles and duties within the grant.
5.	CTE Director	Provide overall linkage of the CPT program to the CTE Center and MISD to allow for sustainability of the overall program. Master's with 3 year of related work experience and certification

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Pre-start date hiring, seeking bids, and forming community connection	1. Ads ran for grant staff and general program supplies / equipment	Grant Awarded	02/01/2017
		2. Forming of the pro bono Advisory Taskforce and seeking other community partners	Grant Awarded	03/01/2017
		3. Having community Kick-off to inform all community stakeholders about the new CPT program	Grant Awarded	03/01/2017
2.	CTE new program programming integrated into organization's ongoing systems	1. preK program awareness and program offerings featured in the start of year staff develop	02/01/2016	05/30/2018
		2. preK goals linked to the overall operations of the organizations	02/01/2016	05/30/2018
		3. Letter send home to inform parents about the start of the preK program	02/01/2016	09/01/2017
		4. Evaluation of the first semester used to determine the 2017/18 school year programming	05/01/2017	08/15/2017
		5. Pro bono Advisory Taskforce has community partners	02/01/2016	05/15/2016
3.	Evaluation of the first semester's programming determined and summer planning	1. Enrollment data and work with other grant staff to evaluate the effects of the program to improve day-to-day functioning and see if goals being met.	05/01/2016	05/15/2016
		2. System for the determination of program effects - aligned to the organization's current system - determined to evaluated the effects of the program on the children and parents	02/01/2016	05/30/2016
		3. The Fall/Spring/Summer terms for the first full year of the program are planned	05/15/2016	08/15/2016
		4. Ongoing sustainability systems are formed and the Manor general systems are developed	08/01/2016	05/30/2018

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)County-district number or vendor ID: **227-907**

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The CTE Center & MECHS uses MISD's CIP/DIP and campus report card process to be sure that the community stakeholders have a clear understanding of the effects of the overall program. The preK program will determine the effects of four critical success factors of: 1-Student and Family Engagement, 2-School Involvement, 3-Assessment Data, and 4-Professional Development Impact will be tracked by the District Coordinator with summary reports given to the CTE Director. The information collected will be "are there programs for each of these items having a real effect on the campus and the other providers?" The tracking of information will be based on the reporting performance goals of the grant. The tracking of information will be based on the reporting performance goals of the grant. Examples #1 Innovative instructional techniques for academic and enrichment activities based on research and best practices, #2 Provide adult advocates, based on student need and in accordance with best practices, #3 Conduct ongoing/continuous assessment to determine need and improve targeted services, and #4 Provide all required training opportunities for staff development that where possible includes family members. These examples provide a framework to assure that for students, parents/family members, ISD staff, and community stakeholders that milestones are being met. We will use social media, newsletters of the organizations, public announcements, etc. to provide general information to the community stakeholders to link them to the overall program and increase their general knowledge concerning effective early child care programs. The partners will modify this concept to match their improvement planning systems.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The working together of the MISD, CTE Center, business partners, ACC & TSTC, and the work force board will build a system that will be able to be continued. MISD agrees to continue to provide staff development training for these other providers as a part of CTE Center CIP (Campus Improvement Plan) process. Over the two years of the program we believe that we can build a working relationship with all the partners that will allow the standards for CCR (College and Career Readiness) to be greatly increased while helping our underrepresented students have positive experiences. This will raise the cultural expectations at Manor that will result in better overall CTE and CCR preparation by our students. The major sustainability item for the grant is MISD's new focus on developing a Program of Grant Writing instead of Writing a Grant for a Program. The Grant Writer Coordinator will work with the MISD Education Foundation to find new unrestricted funding sources so that initially grant funded projects can be maintained with a combination of MISD local tax funds and donations for the community. The CTE results and programs that produce the results will be built into the CIP. This will provide a system for grant programs to be moved into the "normal" funding stream of MISD once they have shown value in meeting students' academic and social/emotional needs. The use of the Counselor and their focus on making sure that students are in class will increase the ADA (Average Daily Attendance) rate of the campus which will bring additional funds into the campus. The services provided by the counselor will again aid MISD in connecting to all our families. All of these items and the rapid growth of MISD student population will allow the successful aspects of the CTE to be continued and moved to other campuses once the value of the services has been established by the planning of the programs. The infrastructure of the campus will be greatly improved by the CTE program. While the extra duty staff salaries, professional development items, and conference items may not be able to be sustained at the program levels MISD does except to use the funding that comes from our district's growth to be able to maintain the basic framework of the program. We believe that the research that we will conduct will show the school board the value of the programs and the inclusion of the parents will help us build community support. Both of these items will allow the reforms to be continued because our stakeholders will not let programs that meet the needs of our students to be eliminated. The focus of integrating the CTE and community partnerships into the CIP and DIP will make what we are starting with grant funds a part of the culture of the campus and the district. Last, since we believe that our program items are evidence based and will have positive effects on the students, we will be able to convince our stakeholders that they need to support tax increases and bonds to support the programmatic efforts. The partners will link the MISD model to their improvement systems. We will develop a pro bono Advisory Taskforce of community stakeholders who can advise the CTE staff on the changing needs of the workforce in the Manor area. This will help promote sustainability because more stakeholders will know about and support the CTE Cluster CPT program.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 227-907		Amendment # (for amendments only):	
Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.			
#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	CTE Center / MECHS staff will work with campus/district, business partners, and Workforce Board to obtain data	1.	By the end of the first semester we will have template for the system of evaluation for staff develop and its effects on students and families
		2.	The system of evaluation will be done bi-weekly team meeting initially
		3.	Reports will be in form all stakeholders can use to improve programs
2.	We will collect a wide-range of information that will provide data on effectiveness of the program	1.	Staff development on collection and use of data done in the CTE program
		2.	Curriculum pedagogical data obtained and used to inform continuing efforts
		3.	Improvement Planning data to integrate CTE program with all partners
3.	Central Office staff provide the assessment of effects of the CTE programs and extends this to all the stakeholders so that the Industry Standards are met	1.	Staff and administration at the various organization demonstrate that they are using data to drive instruction and/or services to the students
		2.	The staff development is aligned to the needs of the partners and focused on increase the CTE quality of programs at MISD
		3.	The effective CTE programs are integrated into the Improvement Plans
4.	The data collected will be evaluation in on going manner to assure rigor and effectiveness at meeting industry needs	1.	The staff of the organizations will regularly meet to determine that these data are providing "good" information to improve the program in a timely manner and improve the Improvement Planning systems
		2.	The CTE Center & MECHS staff will determine effectiveness of Cluster
Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.			
<p>The overall responsibility for implementing the project's evaluation plan for qualitative and quantitative data collection methods, at the campus level, is the responsibility of the CTE Director and designated staff with aid from Central Office Grant Coordinator. The CTE Director will ensure that qualitative and quantitative data is collected for the school. Data collection methods will include project records, student records, test results, and survey results – including but not limited to: student and faculty climate surveys conducted annually; student achievement and test scores reported and evaluated by grading period, semester, and annually; numbers of parents, community members, students and faculty participating in project activities reported annually; and student surveys and evaluation of work-based learning experiences reported by semester. Multiple types of data will be collected for the entire grant period, including data for (1) student performance indicators (e.g., overall student academic achievement; development of pre-academic skills; percentage of students performing at/above developmental level; attendance and promotion rates; and disciplinary referrals); and (2) staff development and parent involvement and training indicators (e.g., what is the impact of the staff development and parent involvement and training). The evaluation plan will both aggregate and disaggregate measures of student academic achievement, by sub-populations of students (i.e., African American, Hispanic, White, Native American, Asian/Pacific Islander, Male, Female, Special Education, Economically Disadvantaged, and Limited English Proficient). Attendance and developmental growth data will be collected and Skyward for attendance (which also reports on failure, attendance, and other information regarding student performance in classes). CTE Director will look at the development growth to determine failure rates by grade, teacher, subject, ethnicity and other demographic factors relevant to assuring all students are successful. Parents will also be empowered by being informed how to use Skyward to monitor, via a computer with Internet access and by cell phone, their student's academic progress and class attendance rates. Climate surveys will be used to assess how well instruction has improved. The other providers will use similar systems to obtain data and report to MISD. They will use their current systems to provide these data and make similar organizational improvements. The Workforce Board and the Industry partners will provide links to their staff who work to determine the effectiveness of programs at their locations. This will allow the CTE Center / MECHS Advanced Technologies and Manufacturing program to meet the Manor community needs while being based in what the business partners really need to have a workforce that better meets their needs. This close working relationship in the evaluation of the program will allow MISD to be on the cutting edge of providing these programs to our student achieving our goal of <i>Growth Through Innovation!</i></p>			

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Schedule #16—Responses to Statutory RequirementsCounty district number or vendor ID: **227-907**

Amendment # (for amendments only):

Statutory Requirement 1: The commissioner of education is required to establish and administer an early college education program for students who are at risk of dropping out of school or who wish to accelerate completion of the high school program. Describe how the school will address each of the following:

- provide for a course of study that enables a participating student to combine high school courses and college-level courses during grade levels 9 through 12;
- allow a participating student to complete high school and, on or before the fifth anniversary of the date of the student's first day of high school, receive a high school diploma and either an associate degree, or at least 60 semester credit hours toward a baccalaureate degree;
- include articulation agreements with colleges, universities, and technical schools in the state to provide a participating student access to postsecondary educational and training opportunities at a college, university, or technical school; and
- provide a participating student flexibility in class scheduling and academic mentoring (TEC §29.908(b)).

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The CTE Center & MECHS uses the ACC & TSTC course timeline for the CPT courses needed for that certification, the required academic curriculum courses to obtain the associates degree, and the MISD state required courses to graduation from high school. Example of the timeline of courses is as follows:

Year/Grade	HS Course	HS Credit	College Course	College Credit
0 / 8th grade	Algebra 1	1.0		
1 / 9th Grade	English 1	1.0		
1 / 9th Grade	Biology	1.0		
1 / 9th Grade	Geometry	1.0		
1 / 9th Grade	PE	1.0		
1 / 9th Grade	World Geography	1.0		
1 / 9th Grade	Health	0.5		
1 / 9th Grade	Fine Arts/ Theater (Theater A for Fall, ACC for Spring)	1.0	Introduction to Theater	3.0
1 / 9th Grade	College Transitions	0.5	Effective Learning	3.0
First year		8.0		6.0
2 / 10th Grade	English II	1.0		
2 / 10th Grade	Chemistry	1.0		
2 / 10th Grade	Algebra II	1.0		
2 / 10th Grade	World History	1.0		
2 / 10th Grade	Spanish I	1.0	Beginning Spanish I	4.0
2 / 10th Grade	Spanish II (Spring)	1.0	Beginning Spanish II	4.0
2 / 10th Grade	Theatre 1	1.0		
2 / 10th Grade	Principles of Manufacturing	0.5		
2 / 10th Grade	TBD (Spring)	0.5	DC Circuits	4.0
2 / 10th Grade	Independent Study in Math	0.5	College Algebra	3.0
Second year		8.0		15.0
3 / 11th Grade	English III part A	0.5	Composition I	3.0
3 / 11th Grade	English III part B	0.5	Composition II	3.0
3 / 11th Grade	US History	0.5	US History I	3.0
3 / 11th Grade	US History	0.5	US History II	3.0
3 / 11th Grade	Psychology	0.5	Introduction to Psychology	3.0
3 / 11th Grade	TBD (Fall)	0.5	AC Circuits	4.0
3 / 11th Grade	TBD (Fall Double Block)	1.0	Digital Fundamentals	4.0
3 / 11th Grade	TBD	0.5	Solid State Devices	4.0
3 / 11th Grade	TBD	0.5	Microprocessors	4.0
3 / 11th Grade	TBD	0.5	Principles of Quality	3.0

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Statutory Requirement 1 (continued)

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

3 / 11th Grade	TBD	0.5	Texas State and Local Government	3.0
Third year		8.0		30.0
4 / 12th grade	English IV	0.5	British Literature I	3.0
4 / 12th grade	English IV	0.5	British Literature II	3.0
4 / 12th grade	Scientific Research & Design I	1.0	Biology for Non-Science Majors I	4.0
4 / 12th grade	Scientific Research & Design II	1.0	Biology for Non-Science Majors II	4.0
4 / 12th grade	Independent Study in Math	1.0	College Algebra	3.0
4 / 12th grade	Economics	0.5	Principles of Macroeconomics	3.0
4 / 12th grade	US Government	0.5	US Government	3.0
4 / 12th grade	Sociology	0.5	Introduction to Sociology	3.0
4 / 12th grade	TBD (Fall)	1.0	Electromechanical Systems	4.0
4 / 12th grade	TBD (Fall)	1.0	Data Acquisition and Measurement	4.0
4 / 12th grade	TBD (Spring)	1.0	Robot Application, Set-Up, and Testing	4.0
4 / 12th grade	TBD (Spring)	1.0	Electrical, Electronic, and Fluid Schematics	4.0
4 / 12th grade	TBD (Spring)	0.5	Electronics Elective	3.0
Fourth year		7.0		30.0
Total for Program		31.0		81.0

The system that has been developed at MISD with ACC/TSTC provides for student finishing the program in four years with the above class schedule. This system of classes is designed to allow our students to receive their high school diploma and 60 semester hours with their Certified Manufacture Technician associate's degree that will transfer to the baccalaureate degree. The ACC agreement and the TSTC letters are attached at the end of this proposal.

The flexibility in class schedule comes for the loaner technology programs that are developing that will allow students to obtain credits online in non-traditional manners. The Grant Coordinator further has 14 teaching fields allowing him to teach all required courses preK-12 and can be teacher of record if need for all the required high school courses. This aspect is unique to this staff member but we are developing systems by which we will be able to accommodate our students with the use of other staff members / technology programs once the program is funded.

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By TEA staff person:

Schedule #17—Responses to TEA Program RequirementsCounty-district number or vendor ID: **227-907**

Amendment # (for amendments only)

TEA Program Requirement 1: The applicant must identify, in partnership with its local workforce development board, high-demand occupations and programs of study that lead to these occupations. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

MISD is working with the Workforce Board Capital Area to focus on the Advanced Technologies and Manufacturing needs of several of the major employers in the Austin area. MISD to main partners of Samsung and Applied Materials are examples of why this area has a great need for highly skilled workforce who can work in the production of Tech. The board determined that the Advanced Technologies and Manufacturing degree and certification paths are a high needs job. The degree plans of ACC and TSTC are on the cutting edge of producing these workers.

Both of these companies have stated that with 60 hours of training from either of these colleges and high school diploma they would hire our students. They have positions that currently go unfilled because the applicants do not have the minimum skill sets that are needed to begin their training programs. The staff of these businesses believe that MISD students who have 4-years of our program would be able to start on the line without much more training and would be interested in students that only had a few years in the program because they would be much further along in obtaining the skills needed to be effective in their manufacturing settings.

MISD seeing the benefits to the area students has agreed to take the lead role in writing the JET Workforce Board grant. We are doing this because it would allow ESC13 to build a CTE program that can be used by the smaller area school districts. Further it will build a consortium of school districts that are willing to work together to build CTE and CCR instruction in the area. This will allow each district's funds to be leveraged build better overall CTE programs that will benefit the workforce of the area and promote economic growth.

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Schedule #17—Responses to TEA Program Requirements (cont.)County-district number or vendor ID: **227-907**

Amendment # (for amendments only):

TEA Program Requirement 2: The applicant must enter into an agreement with at least one industry partner, which may include one or more employers within an industry. Describe how the partner will commit to the following for the grant period:

- a. Serve as an active member of the INDUSTRY CLUSTER NAME Innovative Academy ECHS Leadership Team.
- b. Provide cash or in-kind contributions equal to 20-25% of the total grant award. Examples of in-kind contributions include costs associated with providing internships, externships, apprenticeship programs, mentors, equipment, or staff to assist with curriculum development to support relevant and frequent industry experiences for students enrolled in the INDUSTRY CLUSTER NAME Innovative Academy ECHS.
- c. Ensure a liaison that represents the industry partner(s) interacts directly and frequently with ECHS staff.
- d. Actively participate in the development of curriculum for the INDUSTRY CLUSTER NAME Innovative Academy ECHS in order to ensure that the curriculum is appropriately aligned to marketable skills in the identified high-demand occupations, and may include industry recognized credentialing as part of degree plan design.
- e. Assist in the development and implementation of industry experiences, including mentorship programs, internships, externships, and/or apprenticeships, that expose students to applied learning and real-world work activities in the identified high-demand occupation(s).

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The two business partners (see letters) have agreed to work with our students and staff to make this an effective program. The working relationship that is in place will be increased by the pro bono Advisory Taskforce that they will send staff.

MISD has two current partners - Samsung and Applied Materials see letters - which provides approximately \$50,000 per year between the two partners in cash and in-kind match (\$100,000 for the 2 years of the program or 25% match). Both of these organizations have a history of providing support at these levels. With the extra programming that this grant will bring the level of support may increase because MISD is better meeting their needs for a trained workforce. MISD will also provide about \$35,000 in in-kind staff time, housing the program, technology support, etc. for another \$70,000 over the life of the program or another 17.5% in-kind match. This means that MISD will have over 35% match of the requested funds.

We are planning for quarterly meetings with all of the partners. The CTE Director and other staff members will have great contact with the business partners because of the need to align on training to their needs and the college standards.

The basic curriculum will come from the TEKS and the college standards. We will develop system to expand these items with the aid of the business partners. We believe that the real world working relationship with our business partners will allow our program to gain insights into the effective methods of teaching these skills. We will post what we learn to our web-site so that information is freely disseminated and that the research we will conduct has clear data to be used to drive the development of the program.

The business partners provide mentoring and general experience to our CTE student currently. We will be expanding these efforts by having more formal internships and summer programs to build on the current level of support. This will give our student real world examples and insights into how they will be using what they learn at MISD. The use of social media to stay connected to graduates and have them mentor students coming up the ranks in the program will allow for our students when they enter the workforce to have continued effects on the program. This will increase our ability to track the results of having this grant and better determine all the skills that are needed to have real College and Career Readiness that results in life-long learning.

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Schedule #17—Responses to TEA Program Requirements (cont.)County-district number or vendor ID: **227-907**

Amendment # (for amendments only)

TEA Program Requirement 3: The INDUSTRY CLUSTER NAME Innovative Academy ECHS must ensure that 100% of students have access to opportunities to participate in industry experiences, including marketable skills, detailed work activities, etc. Applicants must provide a detailed plan that describes the industry experiences that will be made available to all INDUSTRY CLUSTER NAME Innovative Academy ECHS students throughout the student's high school career. The plan should build in rigor and responsibility as students progress through high school. Response is limited to space provided, frontside only. Use Arial font, no smaller than 10 point.

The two letters from Samsung and Applied Materials state how our students will obtain real world experiences as it relates to the Advanced Technologies and Manufacturing degree and certification. The linkage of MISD students to Samsung and Applied Materials will give them real world examples of what they are learning in class. The mentoring from the staff of these two organizations will allow our students to ask real questions about employment, life satisfaction, room to advance, etc. that a book could never bring. This will greatly increase our students' employability because they will have the degree and the real world experience to extend their learning. This will promote each student becoming a life-long learner because they will see the reasons for what they are studying and they will be able to see the ongoing training that workers in these plants receive. They also will be able, with social media, to be mentors to the underclassmen which will let them "teach" what they have learned.

The work activities will be defined by the companies that we are partnering and the college training courses. Students will understand basic technology skills and the rationale for the "clean" manufacturing practices of these companies. As we add business partners we will extend what is learn to match these businesses needs.

The course schedule above shows the increase rigor that we will expect from our students. The CTE Counselor will provide workshops to the students and their parents concerning the values of the "normal" courses and how they related to the technology courses. The mentors from the businesses will have introductive training by the CTE staff design to help them focus the students on that these academic skills would allow them to rise in the management structure of the companies. We will have engineers and other senior management present to the students so that they understand obtaining a 4-year degree is something that they will be able to do and its overall value to the company.

All of this is designed to be done for the four years that a student is in the program. We will have the upper classmen work as mentors to the grade below them to instill that everyone needs to give something back like the mentors from the business helped them. This will aid in the sustaining of the program because we will be building stakeholders that see the value of this form of instruction, are still working with students at MISD after graduation, and see how the program increase their abilities to obtain good jobs and understand that they can continue the post-secondary academic careers because they have learn how to network and became life-long learners.

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Schedule #17—Responses to TEA Program Requirements (cont.)County district number or vendor ID: **227-907**

Amendment # (for amendments only)

TEA Program Requirement 4: The INDUSTRY CLUSTER NAME Innovative Academy ECHS must employ a career counselor that serves only students of the INDUSTRY CLUSTER NAME Innovative Academy ECHS. Describe the responsibilities of the career counselor. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The CTE Counselor will work with the MISD students starting in 8th grade to help them determine their PGP with the aid of the middle school campus counselor. This plan will be monitored by the CTE Counselor to assure that students are making progress toward receiving both a high school diploma and 60 hours toward an associate's degree that can transfer to a baccalaureate degree. The students at the CTE Center & MECHS will be monitored at the end of each semester to determine if they are keeping on track for graduation with their age peers. This will allow for and academic issues to be addressed in a timely manner.

The CTE Counselor will update the parents twice a year about the progress their child is making. We are doing this to make the CTE Center & MECHS a welcoming campus that promotes parents as their child's first teacher even if it is just in the area of providing emotional support.

The CTE Counselor will also work with the business partners to determine the "soft-skills" that their workers will need to be effective. Once this determination is made they will suggest MISD general programs that can be used to increase these skills in our students.

The CTE Counselor will work with the social media / information office of MISD to build systems that our students can remain attached to the CTE Center. This will allow the older grade level students to be mentors to the new student and the graduated students to mentor all of the students in the program. This connection will also allow MISD to conduct more longitudinal studies of the effects of the program and obtain data for graduates concerning what they would do differential in the program.

The CTE Counselor will become a resource for the other middle and high school counselors aiding them in the development of CCR plans that align to MISD and TEA goals for all students.

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Schedule #17—Responses to TEA Program Requirements (cont.)County district number or vendor ID: **227-907**

Amendment # (for amendments only):

TEA Program Requirement 5: The INDUSTRY CLUSTER NAME Innovative Academy ECHS must describe at least one program of study that spans secondary and postsecondary education and includes an appropriate sequence of courses that are aligned with high-demand occupations identified by the INDUSTRY CLUSTER NAME Innovative Academy ECHS. Priority points may be awarded for describing multiple programs of study. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The course outline shows how the combination of high school credits and college hours are obtained by the students in the program. The relationship of the courses is that with a combination of MISD local credits that are assigned to the college courses the students receive the two degrees. To allow ACC and TSTC to be able to award these credits to these students MISD is "growing our own" instructional staffs who meet the qualification to be adjunct professors. This is being done by providing current staff members with stipends to take the classes (graduate and technical) to obtain this position at the colleges.

The Advanced Technologies and Manufacturing lead to degree and certification from ACC and TSTC that are on the Capital Area Board's list of high needs jobs. The basic sequence of classes provide many of the requirements for other areas of certification and degrees that MISD will expand with the JET grant and local funds once the initial infrastructure is established.

The sequence of classes does begin in the 8th grade and thus is a 5 year system for the students to achieve this dual degree outcome. This is why the CTE Counselor will be working with the other middle school counselors to assure that students have a clear PGP that leads to the CCR outcomes that they wish to meet. The linking of the CTE Center to all students will increase the overall understanding of the role and benefits that all student will receive in having clear CTE Endorsement goals.

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Schedule #17—Responses to TEA Program Requirements (cont.)County-district number or vendor ID: **227-907**

Amendment # (for amendments only):

TEA Program Requirement 6: The applicant must provide a sample crosswalk that identifies postsecondary coursework that would be required of a student in the program of study to complete a bachelor's degree from the partnering general academic teaching institution(s) within two-three years of graduating from high school. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Manufacturing
Effective School Year 2014-2015**

To indicate statewide articulated courses on a student's AAR, use special course explanation code "A". Courses in an articulated coherent sequence may be taken at any grade level (9-12) as long as the final course in the articulated coherent sequence is taken in grade 11 or 12.

- Courses taken in the eighth grade (8th) will not be eligible for Advanced Technical Credit.
- All high school courses **must** include enhanced content equivalent to the college courses indicated, and are a minimum of one (1) high school credit unless otherwise noted.
- Teachers approved for ATC courses must hold a baccalaureate degree in the teaching discipline, or a minimum of an associate degree and demonstrated competencies directly

High School Course**College WECM Equivalent****Precision Metal Manufacturing (1 credit)****Basic Machine Shop I****(PRECMAN) 13032500****MCHN 1338 or MCHN 1438 (MCHN 1038 CEU)**

Course Outcomes: Demonstrate set-up and use of the lathe, milling machine, drill press, power saw, and bench grinder applying good housekeeping, proper safety, and preventative maintenance. Use precision instruments to perform bench work including part layout, drilling, reaming, tapping, press fitting, location of hole centers and surfaces; set up power saws for cutoff operation; demonstrate tooling maintenance, and hazardous material handling. Perform preventative maintenance. Interpret blueprints

This is example of course equivalence. The Texas Administrative Code and The Texas Higher Education Coordinating Board (see websites above) outline the rules of eligibility for taking dual credit courses. The academy's IHE partner will have a *Dual Credit Handbook or College Catalog* which outlines specific eligibility requirements. The school district will outline their

eligibility requirements. Both the IHE partner and academy/school district's policies will concur with the rules outlined in TAC and THECB policies and regulations. Generally students begin taking dual credit course the summer before 11th grade if they are TSI ready and meet the college entrance requirements. Students may take two courses a semester with the exception of students who show academic excellence and are approved by the chief academic officer of the college and the principal/director of the academy as outlined in the TAC 4.85, Part 1, Subchapter D, Rule 4.85 (b), [http://texreg.sos.state.tx.us/public/readtac\\$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&i=19&pt=1&ch=4&rl=85](http://texreg.sos.state.tx.us/public/readtac$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&i=19&pt=1&ch=4&rl=85) (accessed 4.30.15). April 2015 legislation is pending on changing how many dual credit courses a student may take. <https://legiscan.com/TX/bill/HB2812/2015>. **Identifying Dual Credit Courses** In addition to courses already identified by the school district, there may be other college courses that could be considered for dual credit if the following applies: A collection of previously identified and approved dual credit courses by school districts throughout Texas is included in the General Dual Credit Crosswalk (see appendix 6) It is a district decision as to what courses they approve for dual credit and the credit structure they apply to those courses. There is not one state dual credit crosswalk as each school district is partnered with an IHE with particular course and degree offerings. The state leaves the development of a dual credit crosswalk to the individual district/academy and the IHE partner. Academies/school districts compile a dual credit crosswalk specific to their IHE's offerings. As more students become eligible for dual coursework, more dual courses may be identified and approved.

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Schedule #17—Responses to TEA Program Requirements (cont.)County/district number or vendor ID: **227-907**

Amendment # (for amendments only):

TEA Program Requirement 7: The INDUSTRY CLUSTER NAME Innovative Academy ECHS must develop and maintain an ECHS Career Preparation Academy Leadership Team that meets regularly to address issues of curriculum, school design, and sustainability. The leadership team must consist of high-level personnel with decision-making authority who meet regularly and report to each member organization or entity. The leadership team must consist of the following:

- a. District superintendent, associate superintendent of curriculum and instruction, or equivalent position, career and technical education director, and ECHS Career Preparation Academy principal or director
- b. Primary dual credit partner: university or college president, provost, dean of college of education, and ECHS liaison
- c. College or university partner: INDUSTRY CLUSTER NAME Innovative Academy ECHS liaison
- d. Industry Partner: INDUSTRY CLUSTER NAME Innovative Academy ECHS liaison

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The letters from the business partners and the colleges establish that these organizations are willing to work with MISD to meet the goals of the grant. The pro bono Advisory Taskforce will bring these stakeholders to quarterly meets where the progress of the program, need for additional support, concerning, successes, etc. will be discussed. The Staff of the CTE Center, its director, and the Cluster new grant staff will be at these meetings to provide how the program is affecting students. The Assistant Superintendent office directs this grant and will be in attendance at these meetings. The two colleges will have their normal CTE representative at all meeting and will seek to bring the central leadership of the colleges to the meetings. When anyone misses a meeting a summary of the the information provided will be e-mailed. Along these same lines the research that will be done on the effectiveness of the program will be shared with all the stakeholders. This will allow all the senior staff members to have ready access to reports on the effects of the program.

Senior leaders from the organization will be asked to come to Austin based conference (e.g. Mid Winter) as co-presenters so that they can bring their knowledge to other school districts. This will help them see the benefits that can be obtained by the effective dissemination of information. The pro bono Advisory Taskforce will be used in the development of other programs (both grant and locally funded) which will make it more likely that the senior staff members of the various organizations see real value in attending these meeting.

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Schedule #17—Responses to TEA Program Requirements (cont.)County-district number or vendor ID: **227-907**

Amendment # (for amendments only)

TEA Program Requirement 8: The applicant must describe a proposed sustainability plan to ensure that the school will continue to meet the goals of the INDUSTRY CLUSTER NAME Innovative Academy ECHS beyond period of the grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The major sustainability item for the CTE Cluster project is MISD's new focus on developing a Program of Grant Writing instead of Writing a Grant for a Program. The Grant Writer Coordinator will work with the MISD Education Foundation to find new unrestricted funding sources so that initially grant funded projects can be maintained with a combination of MISD local tax funds and donations for the community. The CTE results and programs that produce the results will be built into the CIP. This will provide a system for grant programs to be moved into the "normal" funding stream of MISD once they have shown value in meeting students' academic and social/emotional needs. The use of the Counselor and their focus on making sure that students are in class will increase the ADA (Average Daily Attendance) rate of the campus which will bring additional funds into the campus. All of these items and the rapid growth of MISD student population will allow the successful aspects of the CTE to be continued and moved to other campuses once the value of the services has been established by the CTE piloting of the programs.

The cultural changes that the Growth Through Innovation vision brings will be built into the CIP of MEA. The link to the CIP will allow the CTE programs items to have a way to obtain tax-based resources for program operations. This will allow a standard operational system to be accessed to continue various aspects of the program.

Supplies and equipment will be purchasing thus building the infrastructure of the campus. The technology items will have 5+ year life where they can be used by the students. The staff development will provide for better instruction as long as the teacher is employed by MISD. The pro bono Advisory Taskforce will be able to be maintained beyond the grant to help build a system by which our education foundation can seek donations from the community members to continue parts of the CTE programming.

MISD is experiencing rapid growth and the overall ADA of the district is growing. With increased attendance that we believe will be a byproduct of the CTE grant we will have more tax-based funds to maintain various aspects of the program in addition to the new funds gained by increase enrollment.

All of these items will help MISD maintain the program beyond the life of the grant. The Grant Writer Coordinator will be working with the Education Foundation of MISD and other funders to seek funds to continue aspects of the CTE program that cannot be continued by the above means.

The infrastructure of the campus will be greatly improved by the CTE program. While the extra duty staff salaries, professional development items, and conference items may not be able to be sustained at the program levels MISD does except to use the funding that comes from our district's growth to be able to maintain the basic framework of the program. We believe that the research that we will conduct will show the school board the value of the programs and the pro bono Advisory Taskforce members will help us build community support. Both of these items will allow the reforms to be continued because our stakeholders will not let programs that meet the needs of our students be eliminated. The focus of integrating the CTE into the CIP and DIP will make what we are starting with grant funds a part of the culture of the campus and the district. Last, since we believe that our program items are evidence based and will have positive effects on the students, we will be able to convince our stakeholders that they need to support tax increases and bonds to support the programmatic efforts.

The CTE grant's piloting of programs will be used in the YouthBuild grant that will be applied for in the 2017/18 school year. This Department of Labor program (that the Grant Coordinator was a grant reviewer in the 2016 competition) is designed to recover drop-out and if traditional high school diploma is obtained bonus points were awarded. With the construction boom and the linkage to the various trade associations this will give MISD a favorable chance at having this Industry Standards Certification program to be done at CTE Center along with the more traditional college bond AVID-type program along with the dual credit aspects of this program.

Last MISD's working with ESC13 in being the fiscal agent and writing the JET grant for MISD and other districts will help us build consortiums. The building of these consortiums will allow for programs at a single district to be maintained because the overall costs will be share among districts.

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Schedule #17—Responses to TEA Program Requirements (cont.)County-district number or vendor ID: **227-907**

Amendment # (for amendments only):

TEA Program Requirement 9: FOR NEW EARLY COLLEGE HIGH SCHOOLS ONLY – The applicant must describe a school plan that serves grades 9 through 12 and targets and enrolls a majority of students who are at risk of dropping out of school (at risk, economically disadvantaged, English language learners, and first-generation college goers) or who wish to accelerate completion of the high school program, and attempts to serve no more than 100 students per grade level in grades 9-12. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A - Monor Early College High School (MECHS) is an operational program that is being expanded

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 227-907		Amendment number (for amendments only):		
No Barriers				
#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Gender-Specific Bias				
#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Cultural, Linguistic, or Economic Diversity				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 227-907

Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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By TEA staff person:

Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 227-907

Amendment number (for amendments only)

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)County-District Number or Vendor ID: **227-907**

Amendment number (for amendments only):

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments	Students	Teachers	Others
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 227-907

Amendment number (for amendments only):

Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Tuancy

#	Strategies for Absenteeism/Tuancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)County-District Number or Vendor ID: **227-907**

Amendment number (for amendments only):

Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)County-District Number or Vendor ID: **227-907**

Amendment number (for amendments only):

Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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Schedule #20—Outside Sources of Income and Pre-Existing ContentCounty-district number or vendor ID: **227-907**

Amendment # (for amendments only):

Part 1: Outside Sources of Income. Report any non-TEA income used to support or develop the identified TEA-funded project if the content, products, or materials created using grant funds are to be commercialized.**NOTE:** The grand total from this part of this schedule does not transfer to Schedule #6—Program Budget Summary.☒ Not applicable. The contents, products, and/or materials created using grant funds will not be commercialized. (If in the future it is determined that the content, products, and/or materials will be commercialized, the IHE applicant must contact the Division of Grants Administration at grants@tea.texas.gov.)

#	Grantor	Grant Period	Amount
1			\$
2			\$
3			\$
4			\$
5	Total:		\$

Part 2: Pre-Existing Content. On this part of the schedule, list by title all items of pre-existing content that were not funded with TEA funds.

The provisions of any and all memoranda of understanding between TEA and the IHE applicant regarding copyrights in works created by the IHE applicant, and/or its component institutions, with TEA funding, are incorporated herein.

☒ Not applicable. No product, document, or content existed prior to receipt of grant funds from TEA.

#	Title	Date Developed
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

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October 27, 2016

Letter of Commitment between Manor ISD and Texas State Technical College

For the 2016-2018 Industry Cluster Innovative Academy – the Next Generation of Early College High Schools grant Manor ISD (MISD) and Texas State Technical College (TSTC) are forming a partnership that will allow MISD students to obtain dual credit and Industry Standard Certifications from TSTC. MISD will align courses and teaching method to TSTC needs to grant these dual high school and college credits.

TSTC will work with MISD Career and Technical Education Department to assure that current industry needs for education and certification are being met in the Pathways instruction. Both organizations will build the results from the grant into their ongoing improvement planning process. These activities will assure that the Pathways courses are at a standard that will allow the students to continue their educational careers in a chosen career path or enter the workforce upon high school graduation in their selected career.

Sincerely,



Marina Wilcox
Vice President Student Learning/Chief Academic Officer

tstc.edu



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October 31, 2016

 Texas Education Agency
 Division of Grants Administration
 Austin, TX 78701

Re: 2016-2018 Industry Cluster Innovative Academy - the Next Generation of Early College High Schools Partnership
To Whom It May Concern:

Applied Materials, Inc. and the Applied Materials Foundation are proud to be a long-time supporter of Manor ISD (MISD). Working with MISD, we aim to increase academic achievement for all Manor students. Because our business is built on the power of Ideas, we are committed to developing the next generation of innovators and engaged global citizens

Our 20+ years of support is showcased through Foundation grant funding as well as leveraging our local manufacturing facility and employee base in Austin, Texas. Our assistance includes the following:

- Applied Materials employees working with and mentoring MISD students
- Industry tours of our manufacturing site to provide real-world experiences
- Job shadow days to see a day-in-the-life of high-tech manufacturing
- Applied Materials employees participating in career days
- Grant funding from the Applied Materials Foundation to MISD
- Grant funding to community nonprofits to aid in school district initiatives
- Applied Materials staff to provide curriculum guidance to enhance Career and College Readiness programs that align with industry standards while aligning to dual credit options

Applied Materials, Inc., and the Applied Materials Foundation is encouraged by MISD's efforts to enhance the quality of instruction that focuses on preparing students for post-secondary education and industry certifications. We are proud to provide continued assistance with bolstering MISD's vision of *Growth Through Innovation*.

Sincerely,

 Michele Walker-Moak
 Global Community Affairs
 Applied Materials, Inc.

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October 28, 2016

 Texas Education Agency
 Division of Grants Administration
 Austin, TX 78701

To whom it may concern,

**2016-2018 Industry Cluster Innovative Academy - the Next Generation of Early College High Schools
Partnership between Manor ISD and Samsung**

In order to enhance the quality of instruction for Manor ISD (MISD) focused on preparing students for industry certifications, we are entering into an exciting partnership. This partnership will focus on the career clusters of Manufacturing & Advanced Technologies which will meet the needs of Samsung's growing workforce. MISD and Samsung, a major employer in Manor, Texas, are forming a partnership to apply for the 2016/18 Industry Cluster grant. We believe this will allow MISD graduates to be better prepared to go from high school to a career in a manner that meets our College and Career Readiness goals while increasing the skilled workforce.

Samsung has been a partner with MISD for several years through grants, donations, planning and volunteering. This exemplifies that the in-kind matching by Samsung will be continued in this grant. Some examples of the specific items for this 2016/18 Industry Cluster grant are as follows:

- Samsung employees working with and mentoring MISD students
- MISD students receiving information from Samsung employees concerning various aspects of their business in Manor
- Internships, externships, and apprenticeship programs that Samsung will provide to our students
- Samsung staff who will work with MISD to develop the curriculum that will be used to meet the requirements of the grant to have Career and College Readiness programs that align with industry standards while aligning to dual credit options
- Donated equipment

This partnership will provide strong community support for MISD in meeting the goals of the 2016/18 Industry Cluster grant. The development of the partnership with MISD and Samsung will allow the college and career readiness of the students to be driven by industry needs and standards. This will promote sustainability by forming community awareness of the need for coordination of activities that meet Texas Education Agency guidelines, higher education standards for dual credits, and industry certification standards. This will allow MISD to achieve its vision of *Growth Through Innovation!*

Thank you,

 Julie Fisher
 Senior Community Affairs Specialist
 Samsung Austin Semiconductor

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"Achieving Excellence through Innovation"

December 19, 2014

Ms. Laura Gaines
Early College High School Program Manager
Texas Education Agency
1701 N. Congress Avenue
Austin, TX 78701-1494

Dear Ms. Gaines,

On behalf of Manor Independent School District, I express unwavering support for the establishment and continued sustaining of an Early College High School through the partnership of Manor High School and Austin Community College. Over the past eight continuous years, MISD has sustained strong college readiness course offerings and student support partnerships such as AVID, Breakthrough, Educational Talent Search, College Forward and Advise Texas. All programs focus on first generation, economically disadvantaged students, as well as all students at risk of direct to college enrollment and completion.

Strong academic systems are in place for students and instructional supports such as College Board Spring Board curriculum resources that are embedded within instruction as a means to continue gains in ELA and MATH college readiness indicators. Manor High School and Manor ISD both continue to gain recognition in the Greater Austin area for gains in Direct to College Enrollment with a most recent increase of 8 percentage points. The beginning cohort of ECHS students is also our GEAR UP generation. GEAR UP allows support in all areas of college and career readiness and family education for the entire Class of 2018 from both feeder middle schools. Supports in place will follow these students into college and careers and are allowing Manor ISD to establish stronger systems of support for all to follow this group.

The Manor High School campus is configured in a manner that would allow a concentrated gathering of ECHS students and their administrative support team. The campus functions in a collaborative manner and has continued to build parent and community involvement. Manor ISD is at a great stage of development for this initiative to launch successfully and to sustain for each new cohort. Both the district and the community are prepared for success. Your consideration of Manor ISD for the establishment of Early College High School is greatly appreciated as we strive to best serve our students in successful futures and college completion.

Respectfully,

Kevin Brackmeyer
Manor ISD Superintendent

Manor Independent School District

Kevin Brackmeyer, Superintendent

10335 U.S. Highway 290 East, Manor, TX 78653 www.manorisd.net 512.278.4000

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Dr. Richard M. Rhodes • President/CEO

Highland Business Center • 5930 Middle Fiskville Road • Austin, Texas 78752 • (512) 223.7000

December 18, 2014

Ms. Laura Gaines
Early College High School Program Manager
Texas Education Agency

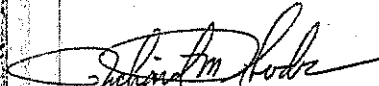
Dear Ms. Gaines:

This letter is in support of Manor Independent School District's (MISD) continued efforts to implement an Early College High School (ECHS) program within its community. MISD is collaborating with Austin Community College (ACC) to establish an ECHS utilizing a "school with a school" model. The ECHS provides students, including those at risk of dropping out of school, an opportunity to earn an Associate Degree or up to 60 credit hours toward a Baccalaureate Degree at no cost to the student.

As a the CEO of Austin Community College, I can attest to the commitment, vision, and goals that MISD has set to become a premiere Early College High School and provide postsecondary opportunities to its students. We want all of our partner schools to be as successful as they can be to advance postsecondary opportunities for students, especially the large numbers of those in this area who are at-risk, economically disadvantaged, English language-learners, and first generation college students.

We hope you receive this proposal with as much enthusiasm and excitement for the project as we have.

Sincerely,


Richard M. Rhodes, Ph.D.
President/CEO

Cypress Creek Campus • Eastview Campus • Highland Business Center • Northridge Campus • Pinnacle Campus •
Rio Grande Campus
Riverside Campus • Round Rock Campus • Service Center • South Austin Campus
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MEMORANDUM OF UNDERSTANDING

September 1, 2014-August 31, 2017

COLLEGE DISTRICT:

Austin Community College (ACC)INDEPENDENT SCHOOL
DISTRICT:Manor Independent School District
(MISD)

The institutions named above enter into the following agreement for the implementation of an Early College High School, as designated by the Texas Education Agency under the authority of the Texas Education Code 29.908(b) and Texas Administrative Code 102.1091.

The purpose of this agreement is to provide an opportunity for low-income, first generation college goers, and those who are statistically underrepresented in higher education, who face challenges that prohibit a smooth transition into postsecondary education, to earn a high school diploma and up to 60 hours of college credit and/or an Associate Degree upon graduation from high school.

The Partners desire to collaborate in the operation of an Early College High School (ECHS) program to prepare students for successful college and career transitions through the integration of high school, college, and career services with a commitment to collaboration in planning, implementation, and continuous improvement.

The services provided by this partnership are pursuant to the authorities of:

- (a) Texas Education Code 29.908(b) allows for the creation of Early College Educational Programs through an articulation agreement between Independent School Districts and Institutions of Higher Education for the purpose of providing high school students the opportunity to earn up to 60 hours of college credit and/or an Associate Degree; and
- (b) Texas Administrative Code 102.1091 allows for the implementation of Early College Educational Programs as Early College High Schools, through an application process that includes approval and oversight by the Texas Education Agency (TEA);
- (c) Having been approved by the TEA to create an ECHS partnership, the Partners enter into this articulation agreement.

By this Agreement it is mutually understood and agreed by the Partners as follows:

- 1) **Term and Provisions for Termination.** The term of this Agreement shall be three (3) years from Sept. 1, 2014 through August 31, 2017, including an annual review.

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This Agreement may be extended for additional terms of one (1) or more years upon the mutual consent of the Partners evidenced by an extension agreement entered into no later than August 31st. Either Partner may initiate a review process of this Agreement to renegotiate any of the provisions.

Any provision of the preceding paragraph notwithstanding, either Partner may terminate this Agreement prior to the expiration of the term hereof for good cause, or by written mutual agreement of the Partners. Termination shall include provisions for allowing ECHS student cohorts enrolled at the time of such termination to complete their college courses of study through the date of their expected high school graduation.

- 2) **Payment.** MISD shall pay for any tuition, fees, or cost of textbooks not waived by ACC. ACC shall invoice MISD quarterly for services provided, as agreed upon. Payment is due Within 30 days of invoice date. ACC shall waive all tuition and fees for courses taken by MISD ECHS students in fulfillment of the requirements for their degree or certification plans, up to 60 credit hours.
- 3) **Joint Responsibilities.** ACC and MISD will collaborate in the planning, implementation, and evaluation of ECHS programs, processes and services through a joint Steering Committee. These will convene monthly or as needed; with the Steering Committee comprised of college, district, and campus leadership staff providing the direction and leading the collaborative efforts of these to further the goals of the ECHS partnership.
- 4) **Manor Independent School District (MISD) Responsibilities:**
 - A. **Program Management.**
 - i. MISD shall provide a Principal or Director who is assigned 100 percent to the ECHS and has scheduling, hiring, and budget authority.
 - ii. MISD will administer the comprehensive high school program to include the responsibility for college-readiness and high school graduation.
 - iii. MISD will provide SACS-Qualified, High School Certified Faculty (SQHSCF), school-district staff resources, student records support, and scheduling support as necessary to deliver the agreed-upon college course sections to support the ECHS program.
 - iv. MISD will provide support to ACC faculty and adjunct faculty, as well as SQHSCF, to assist them with successful program implementation. Regular meetings with ACC staff and district/campus staff will be held to ensure successful program implementation.
 - v. MISD will provide office space and services (e.g., security, custodial, building access, mail, etc.) as needed for the ECHS program.
 - vi. MISD will coordinate with ACC staff to share information and coordinate policies regarding grading periods, courses of study, curriculum alignment, instructional calendar, student enrollment, attendance, and textbooks.

B. Curriculum, Instruction and Professional Development.

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- i. MISD will ensure the Vertical alignment of college readiness skills and a college going culture for students feeding into ECHS and students currently enrolled in the ECHS.
- ii. MISD will participate in planning to ensure that the necessary dual credit classes are scheduled in a timely manner to facilitate the goals of the ECHS.
- iii. MISD will assist with campus orientation and information to ACC faculty who are not part of the high school faculty, and will provide information about the standards of conduct for school district faculty and any rules and regulations unique to the high school environment. MISD staff will assist ACC ECHS program staff and ACC faculty with communication and problem solving.
- iv. MISD will provide release time as necessary for SQHSCF staff to attend college orientation sessions and to participate in college staff development activities as necessary to maintain good standing in the ACC academic department.

C. College and Career Activities. MISD will provide support as needed for college-related activities needed to implement the ECHS, including activities scheduled during the school day.

D. Resource Data. MISD will assist in the development of a data-sharing agreement that complies with the Family Educational Rights and Privacy Act (FERPA), and that provides for the sharing of all allowable student-level information among institutions.

E. Teaching Eligibility/Staffing.

- i. MISD will facilitate the identification of SQHSCF and their participation in the ACC faculty hiring process.
- ii. MISD will provide scheduling and planning information for SQHSCF interviews to include ACC representatives as part of credentials review and interview committees.
- iii. If SQHSCF are approved by ACC academic departments to teach ACC courses, MISD will allow release time for such SQHSCF to attend any required ACC department meetings or professional development.
- iv. MISD administration will facilitate adherence to requirements imposed by ACC academic departments to ensure the rigor of coursework and college-level standards among SQHSCF such as requiring ECHS students to take final course exams at an ACC campus testing center.

F. College Counseling, Guidance, and Student Services.

- i. MISD's Guidance and Counseling Department will facilitate the college enrollment of students into the ECHS and in meeting all requirements to take the desired ACC courses.
- ii. MISD will facilitate the provision of college student support services, including electronic resources delivered via technology, for students enrolled in college courses.

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- iii. MISD will coordinate with ACC ECHS program staff, ACC faculty, and ACC staff in the Office for Students with Disabilities (OSD) to accommodate students with disabilities enrolled in college courses, in accordance with the Americans with Disabilities Act. A high school student's Individualized Education Program may not substitute for a college OSD review to establish required accommodations. MISD will provide all readers, scribes, interpreters, equipment, and other resources needed to deliver required accommodations for students in college courses located at the high school campus.
- iv. MISD's Guidance and Counseling Department staff will collaborate with ACC departments to provide promotional and informational materials about the ECHS and other ACC programs to students, faculty, and staff.
- v. MISD will purchase college textbooks and other required college instructional materials for participating ECHS students and will assist with the coordination for the receiving, inventory, and distribution of college textbooks for participating ECHS students. For the purposes of this agreement, MISD is allowed to buy books from the ACC bookstore whenever it is more expedient and efficient.
- vi. MISD will coordinate Texas Success Initiative (TSI) testing for prospective and current ECHS students as agreed-upon and following college testing guidelines.

G. Finances and Transportation.

- i. MISD will provide transportation for students to ACC campuses as necessary to support the goals of the ECHS, including a minimum of six visits per year to the college campus for students not yet taking courses on an ACC campus.
- ii. MISD will reimburse the college at a flat rate of \$2,000 per section for courses taught by ACC faculty in which ECHS students are registered by cohort.
- iii. MISD will reimburse the college at a rate of \$100 per ECHS student for those who register individually for ACC course sections comprised primarily of non-ECHS college students.
- iv. MISD will absorb all salary and benefits for SQHSCF who are [MISD employees assigned to teach ECHS courses.

5) Austin Community College (ACC) Responsibilities:

A. Program Management.

- i. Austin Community College District will serve as the guide and support for the operation of the Early College High Schools at Manor Early College High School under the direction of the ACC Director of Early College High Schools and the MISD ECHS Principal/Director or designees.
- ii. ACC staff members will be responsible for delivery of college services and will provide support and assistance to the Manor Early College High School program, including reporting information designed to improve student retention and completion rates.

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- iii. ACC staff will be responsible for all ECHS dual-credit and concurrent enrollment courses working with the MISD ECHS Principal/Director or designee and ACC staff as necessary to deliver the agreed-upon ECHS program.
- iv. ACC staff will provide support to ACC faculty and adjunct faculty, as well as SQHSCF, to assist them with successful program implementation. Regular meetings with ACC staff and district/campus staff will be held to ensure successful program implementation.
- v. ACC staff will coordinate with MISD to share information and coordinate policies regarding grading periods, courses of study, curriculum alignment, instructional calendar, student enrollment and attendance.

B. Curriculum, Instruction and Professional Development.

- i. ACC staff will ensure that dual credit courses are delivered as necessary to meet the goals of the ECHS. Where necessary and agreed upon, ACC staff will create additional ACC class sessions to facilitate the goals of the ECHS.
- ii. ACC staff will provide a campus orientation and information to ACC faculty who are not part of the high school faculty, and will provide information about the standards of conduct for school district faculty and any rules and regulations unique to the high school environment. The ACC staff will assist high school campus staff and ACC faculty with communication and problem solving.
- iii. ACC staff will facilitate SQHSCF participation as appropriate in ACC orientation activities, ACC professional development and required evaluation activities, and college and student success initiatives.
- iv. ACC staff will ensure that the ACC course load of SQHSCF or other faculty are adjusted as needed to deliver instruction necessary to accomplish the goals of the ECHS.
- v. ACC staff will work with academic departments and ACC faculty to encourage reuse of required textbooks and other materials purchased for ECHS by MISD.

C. College and Career Activities. ACC staff will provide ACC institutional support for college-related activities needed to implement the ECHS, including facilities for all courses for ECHS students taught on an ACC campus.

D. Resources/Data. ACC staff will develop a data-sharing agreement that complies with the Family Educational Rights and Privacy Act (FERPA), and that provides for the sharing of all allowable student-level information among institutions, including number of credit hours taken and earned, GPAs, state assessment results, SAT/ACT, PSAT scores, and TSI readiness by grade level.

E. Teaching Eligibility/Staffing.

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- i. ACC staff will assist prospective ACC faculty candidates with information regarding the faculty hiring process, and will serve as a liaison when necessary between the ACC academic department and the candidate.
- ii. ACC staff will work with ACC academic departments to encourage the hiring of SQHSCF who meet department standards for adjunct faculty.
- iii. ACC staff will work with ACC Human Resources and ACC academic departments to ensure that ACC faculty and staff assigned to work on the ECHS campuses have completed the appropriate fingerprinting and criminal background checks.

F. College Counseling, Guidance, and Student Services.

- i. ACC staff will act as a resource for MISD's Guidance and Counseling Department to facilitate the college enrollment process for ECHS students.
- ii. ACC staff will facilitate the provision of student support services, including electronic resources delivered via technology, for students enrolled in college courses.
- iii. ACC staff will coordinate with MISD staff to accommodate students with disabilities enrolled in college courses, in accordance with the Americans with Disabilities Act.
- iv. ACC staff will assist in providing MISD counselors with ECHS information for parents and students materials.
- v. ACC staff will collaborate with ACC Departments to provide promotional and informational materials about ACC to MISD counseling staff.
- vi. ACC staff will assist with the coordination for the provision of textbooks.
- vii. ACC staff will collaborate with campus staff and provide support for TSI testing as agreed upon for ECHS students.


G. Finances.

- i. ACC will waive standard tuition and fees for ECHS students.
- ii. ACC will waive the \$2,000 section reimbursement fee outlined in MISD G.ii above for sections taught by SQHSCF who are MISD employees. As MISD will absorb the cost of all salary and benefits for such SQHSCF, ACC will not provide any additional monetary compensation to such instructors.


6) Authorization. Subject to any annual approvals that may be required by law or by the TEA, the term of the MOU shall commence upon the date that the second of the Partners has signed this MOU ("Commence Date").

7) Amendments. This agreement may only be amended by mutual written agreement of the Partners.

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(signed)  7/29/14
Kevin Brackmeyer, Superintendent Date

Manor Independent School District

(signed)  8/26/14
Richard M. Rhodes, Ph.D., President/CEO Date

Austin Community College District

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SOLUTIONS Capital Area

Connecting People to Jobs

Lauren Diggins
Document Control Center, Division of Grants Administration
Texas Education Agency, 1701 North Congress Ave
Austin, TX 78701-1494

Hello Ms. Diggins,

Workforce Solutions Capital Area Workforce Board, the local workforce investment board for Travis County, supports Manor ISD's application for the 2016-2018 INDUSTRY CLUSTER NAME Innovative Academy – the Next Generation of Early College High Schools opportunity. In partnership with Austin Community College, Texas State Technical College, Samsung Austin Semiconductor, and Applied Materials. Manor ISD's proposed Career and Technology Education Center within the current Manor Early College High School program will introduce and train area students for high demand careers in the Advanced Technologies and Manufacturing cluster. Manor ISD students gaining access to this graduation plan will be a win-win for the community. Students will be able to graduate with their high school diplomas and college credit while area employers will gain a steady pipeline to talent.

Further, we have been informed that Manor ISD has been asked by ESC13 to take the lead role in an upcoming grant application for the Texas Workforce Commission's Request for Proposals 320-17-04 for the Jobs and Education for Texans Grant Program. We believe that the combination of these two grants would help strengthen the pipeline of K-12 talent in our region.

Thank you for your consideration.

Sincerely,

A handwritten signature in cursive script that reads "Tamara Atkinson".

Tamara Atkinson
Executive Director
Workforce Solutions Capital Area Workforce Board

6505 Airport Boulevard Suite 101-E Austin, TX 78752
Phone: (512) 597-100 Fax: (512) 719-4710 www.wfscapitalarea.com

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